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Education

2004/05
Annual Service Plan Report

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* *Refer to note on page 3.*

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PLEASE NOTE: On June 16, 2005, the government ministries were re-organized to reflect the new cabinet responsibilities. Many of the website addresses and links in this printed report may have changed following the government re-organization.

- A list of the new ministries is available on the government website at http://www.gov.bc.ca — follow the links to Ministries and Organizations.
- An index of all 2004/05 Annual Service Plan Reports, with up-to-date website links, is available online at http://www.bcbudget.gov.bc.ca/annualreports/ .

Message from the Minister and Accountability Statement

It is my pleasure to present the Ministry of Education's 2004/05 Annual Service Plan Report.

This report details the ministry's accomplishments and the commitments met during the fourth year of this government's mandate.

In 2004/05, we focused on increasing student achievement, improving literacy, ensuring schools are safe and healthy places for students, and providing the tools our students need to make British Columbia the best educated, most literate jurisdiction on the continent.

Over the past year, British Columbia students achieved outstanding results. According to the latest international test of 15-year-olds, our students are among the best in the world in math, reading and science. Results from the 2003 Programme for International Student Assessment show that no one outperformed BC in math and reading, and only Finland and Japan did better in science.

A good measure of achievement is the rate at which students graduate from secondary school. Last year, the provincial secondary school completion rate remained at a record 79 per cent, while the rate for Aboriginal students continued to rise. A record 47 per cent of Aboriginal students finished secondary school in 2003/04, an increase of five per cent from 2000/01.

The increased emphasis on improving literacy is paying off. According to the latest Foundation Skills Assessment, BC students are improving their reading. Compared with last year, boys, girls, Aboriginal and English-as-a-second-language students in Grades 4 and 7 scored higher in reading.

The success of our students is the result of the excellent work going on in classrooms throughout the province. Students, teachers, principals, parents and school boards continue to focus on improving student achievement. The Province continues to provide more opportunities for students as they strive for excellence.

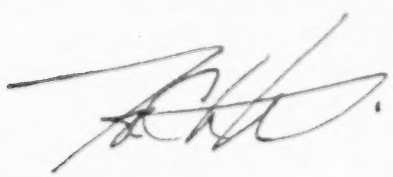
Highlights of 2004/05 include:

- The Province's first-ever grants to support innovative literacy programs in BC's 60 school districts. Every district has made literacy a priority and the innovation grants are linked to each district's goals to improve literacy.
- The first-ever healthy schools forum to develop a framework to promote health in schools as part of the Province's $15.5 million comprehensive plan to help make BC students the healthiest and most physically active in Canada. The province will expand the Action Schools! BC program to all K–9 schools by 2010 and develop a secondary school model.
- $10 million for new textbooks for classrooms to ensure students have the tools they need to achieve their best in school.

- Completion of high-speed internet upgrades at almost 600 schools to improve computer literacy and expand community opportunities.
- $2.1 million for the 2004/05 school year to put almost 12,000 additional computers in schools, pilot laptop computer projects in 12 districts and support electronic learning in rural schools.
- A new web-based tool for parents and students to provide quick and easy access to the over 5,000 school choice options, including French immersion, distance electronic learning and programs in technology, fine arts, sports and trades.
- Additional support for students with special needs, including extra funding for districts where special needs students move after the start of the school year, specialized equipment and an annual report to be produced in 2005/06.
- 35,000 parents attended Ready, Set, Learn events at nearly 1,000 schools to learn how to prepare their three-year-olds for Kindergarten.
- The announcement of the first 95 schools to be upgraded over the next three years as part of the Province's $1.5 billion plan to make BC schools earthquake safe.
- $700 million for school capital improvements across BC over the next three years to ensure a safe, healthy learning environment that allows students to achieve their best.

BC's education system opens a world of possibilities for our children. By investing in education and working in partnership with students, parents, principals, teachers and trustees, we are creating a vibrant future for British Columbia.

The 2004/05 Ministry of Education Annual Service Plan Report compares the actual results to the expected results identified in the ministry's 2004/05 – 2006/07 Service Plan. I am accountable for those results as reported.



Honourable Tom Christensen
Minister of Education

June 4, 2005

Highlights of the Year

During the 2004/05 school year, the Ministry of Education continued to focus on its main goal of improving student achievement. Listed below are some of the successes and milestones celebrated by the ministry and its partners in the pursuit of this goal.

- **Completion Rate:** British Columbia's secondary school Completion Rate remained steady at a record 79 per cent in 2003/04.
- **Aboriginal Completion Rate:** The Completion Rate for Aboriginal students has increased by five per cent since 2001.[1] Aboriginal students have made steady gains in key areas of academic achievement, and the Ministry of Education has put in place a number of initiatives, including Aboriginal Enhancement Agreements, to ensure continued success.
- **Grade 12 Provincial Examinations:** British Columbia students earned higher marks on provincial exams in 2003/04 compared to the previous year. Exam results improved in six subject areas and more than half the students who wrote exams in eight subjects earned an A or B grade.[2]
- **Grade 10 Provincial Examinations:** A new secondary graduation program was implemented in BC. The program requires students to take examinations at the end of Grade 10. Results of the first Grade 10 provincial exams written in January 2005 indicate that most BC students are meeting or exceeding provincial standards and are on track to graduate. Of students who participated, 88 per cent passed the English 10 exam, 79 per cent passed the Science 10 exam, and 90 per cent passed the exam for Principles of Math 10.[3]
- **Scholarship Awards:** More than 4,600 BC secondary school graduates received scholarships for outstanding achievement on provincial exams, with five scholarship winners also earning gold medals for perfect scores on three exams.[4]
- **International Assessments:** British Columbia students are among the best in the world in math, reading and science, according to results from the 2003 Programme for International Student Assessment (PISA)[5]. No country or province out-performed BC in math or reading, and only Finland and Japan performed better than BC in science.

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[1] The Completion Rate is the number of students who obtain a Dogwood graduation certificate within six years of entering Grade 8 for the first time. For more information on the Completion Rate, please visit: http://www.bced.gov.bc.ca/reporting/levels/prov_key.htm *.

[2] For more information on 2003/04 provincial exam results, please visit: http://www.bced.gov.bc.ca/reporting/exams/ *.

[3] For more information on 2003/04 provincial exam results, please visit: http://www.bced.gov.bc.ca/reporting/exams/ *.

[4] Provincial scholarships are awarded to students who achieve a combined score of 1,700 or higher in their three best exams (a perfect score on all three tests would be 2100). For more information on 2003/04 provincial scholarships, please visit: http://www.bced.gov.bc.ca/awards/scholarships/scholarship_prov.htm *.

[5] The next PISA assessment will be in 2006. For more information on the results from the PISA 2003, please visit: http://www.pisa.oecd.org *.

* *Refer to note on page 3.*

- **Foundation Skills Assessment:** The Foundation Skills Assessment[6] results for the 2003/04 school year indicate that overall, students are better at reading. The government has made literacy a top priority, and all 60 school districts have specific goals for improving literacy. As well, the results indicate that a majority of BC students are meeting or exceeding expectations in reading, writing and math:

Reading Grade 4:	up three per cent over last year, to 80 per cent
Reading Grade 7:	up three per cent over last year, to 80 per cent
Writing Grade 4:	down three per cent over last year, to 91 per cent
Writing Grade 7:	up 11 per cent over last year, to 90 per cent
Numeracy Grade 4:	up one per cent over last year, to 88 per cent
Numeracy Grade 7:	down one per cent over last year, to 83 per cent

- **Satisfaction Survey:** The annual *Satisfaction Survey* for 2004[7] indicates that more students are feeling safe at school (82 per cent of elementary students and 71 per cent of secondary students). Parents, students and staff are more satisfied with the education system than they were in 2003.

- **Literacy:** Improved literacy is a key goal for the province and the ministry. As part of a comprehensive provincial literacy strategy a new program, *Ready, Set, Learn*[8], was launched in 2005 in order to help parents and caregivers prepare three-year old children for school.

- **CommunityLINK:** In May 2004, the Ministry of Education assumed responsibility for CommunityLINK (Learning Includes Nutrition and Knowledge) and increased funding by $10.285 million for the 2004/05 school year. CommunityLINK provides school districts with the opportunity to support services such as breakfast and lunch programs, inner-city school programs, after-school care, school-based support workers, community school programs and counseling for at-risk children and youth.[9]

- **New Funding:** In the 2005 Throne Speech, the government announced an increase of $150 million to education funding for the 2005/06 school year. School boards have been asked to direct these funds toward ensuring all students have access to school libraries and quality learning resources, music and arts programs, as well as improved services for special needs students

  A total of $4.027 billion in operating funding will be received by school districts in the 2005/06 school year. This total funding amount is comprised of $3.97 billion in provincial contributions and a further $52 million from the federal government to offset the cost of education for status Aboriginal students living on reserve.

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[6] For more information on Foundation Skills Assessment results, please visit: http://www.bced.gov.bc.ca/assessment/fsa/ *.

[7] For more information on the 2004 Satisfaction Survey, please visit: http://www.bced.gov.bc.ca/sat_survey/ *.

[8] For more information on Ready, Set, Learn please visit: http://www.bced.gov.bc.ca/literacy/rsl/ *.

[9] For more information please visit the CommunityLINK website: www.bced.gov.bc.ca/communityLINK *.

* *Refer to note on page 3.*

- **Capital Funding:** The Province approved a three-year capital plan to help school districts with their long-term planning and budgeting. The 2005 – 2008 capital plan totals $700 million, including $217 million in new funds for 2007/08. Over the next three years, school districts will receive $279 million for capital projects, $330 for general school maintenance projects in all 60 school districts, and more than $91 million for seismic upgrades.

- **Prudent Fiscal Management:** BC's 60 school districts received an additional $15 million for the 2004/05 school year, due to savings in the Ministry of Education's budget. These savings were achieved through prudent fiscal management and lower debt-servicing costs.

- **Technology:** The Province will invest $3.6 million to support 12 computer pilot projects and provide state-of-the-art electronic learning in every rural secondary school in BC. $2.1 million will support 12 school districts that are piloting the use of wireless laptop computers in schools. Students will use the computers to access textbooks, assignments and research materials electronically.

  The Province will also invest $1.5 million to provide web casting and web conferencing for every rural secondary school and nearly half of the urban secondary schools in BC. Through BCEd Online, an e-learning consortium that includes school districts and community colleges, schools will receive the hardware, software and training to use web casting and web conferencing to deliver real-time, interactive courses. This will allow students to take courses that otherwise would be unavailable because of limited enrolment.

- **School Planning Councils:** The Province announced $100,000 for new training programs to improve the effectiveness of School Planning Councils. The School Planning Councils, which develop annual school plans, play a vital role in helping to improve student achievement.

- **Safe, Caring and Orderly Schools:** In 2002, the Government of British Columbia established a Safe Schools Task Force to make recommendations on improving school safety. In response to the 2003 Safe Schools Task Force's Report, the ministry announced a Safe, Caring and Orderly Schools Strategy which identifies attributes of safe, caring and orderly schools, and provides provincial standards for codes of conduct. As well, the Ministry of Education continues to support the Institute for Safe Schools of British Columbia, which helps to foster a safe and supportive learning environment for all students. In the latest *Satisfaction Survey*, 82 per cent of elementary students and 71 per cent of secondary students reported that they felt safe in school.

Ministry Role and Services

Vision, Mission and Values

Vision

The ministry's vision is a high quality education system that puts student achievement at the center of all decision-making.

Mission

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Values

The Ministry of Education is comprised of a professional, non-partisan public service that respects the *Standard of Conduct for Public Service Employees*. The ministry is an organization whose employees work together to improve student achievement in British Columbia. The ministry is committed to the goals and objectives set out in *A Corporate Human Resource Plan for the Public Service of British Columbia* and in the ministry's *Corporate Human Resources Plan*. Ministry employees agree that it is important to demonstrate the following behaviors in daily interactions with the public and with one another:

- to behave with integrity, promoting relationships of mutual trust, confidence and respect;
- to provide high levels of service to everyone with whom we come in contact;
- to ensure information is shared in a relevant and timely manner;
- to identify and acknowledge problems and work together to resolve them; and
- to acknowledge each other's contributions.

Ministry Overview, Core Business Areas and Structure

Ministry Overview

The roles and responsibilities of the Ministry of Education and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act* and accompanying regulations. The core business of the ministry is to provide funding, establish governance structures, set educational standards, monitor student performance and report results to the public. British Columbia's K – 12 system[10] serves approximately 574,230 public school FTE's[11] (full-time equivalents), approximately 62,550 independent school student FTE's and over 3,060 home-schooled children (please refer to *Appendix A* for a more detailed description of the K – 12 education system). The ministry focuses on its five core business areas (outlined below) to achieve its goals and objectives. (The resource information on core business areas is available in the Resource Summary on page 45).

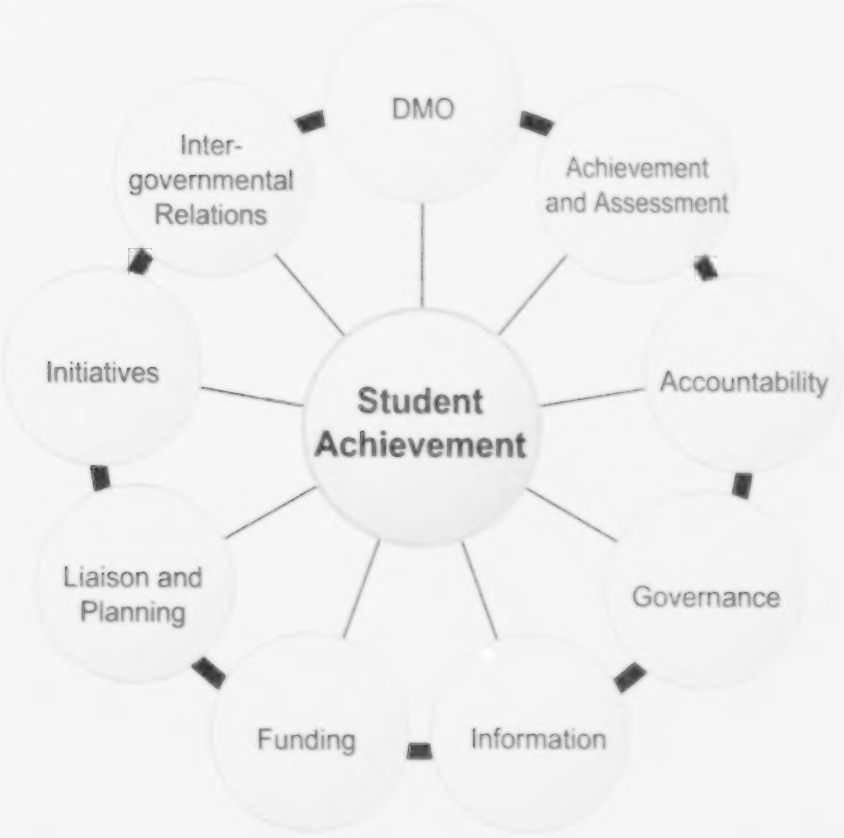
1. **Public Schools** The ministry provides operating funding to school boards and others to support the K – 12 public school system.
2. **Independent Schools** As legislated under the *Independent School Act*, the ministry provides operating funding to approximately 352 independent schools. Approximately 10.5 per cent of the K – 12 population is currently enrolled in independent schools. The Inspector of Independent Schools is responsible to the Minister of Education for the administration of the *Independent School Act*.
3. **Debt Service and Amortization** The ministry provides funding to public schools to finance capital projects including upgrades, renovations, expansions, new facilities and buses, and is also responsible for debt services and amortization.
4. **Management Services** Management Services provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services assistance for the Ministries of Education, Advanced Education, and Skills Development and Labour.
5. **Executive and Support Services** The ministry provides leadership and develops policy and legislation, oversees system governance, sets results-based standards and accountability frameworks, monitors performance, and reports results. This area includes the Minister's Office and Ministry Program Management.

[10] The data used is for the 2004/05 school year.

[11] The total of 574,230 Public School funded enrolment FTE's is comprised of 563,864 school age FTE's and 10,366 adult FTE's.

Ministry Organization Structure

Key Ministry Functions



Ministry Operating Context

The provincial government, through cabinet and the minister, determines overall education policy and direction, and passes legislation for the K–12 education system. Under s. 93 of the *Constitution Act*, each province has legislative authority over education. Within the public K–12 system, the duties and responsibilities of the Ministry of Education and school boards are described in the *School Act* and related regulations. In British Columbia, the Minister of Education is responsible for the education system from Kindergarten through Grade 12 and for the operation of the Ministry of Education. The Ministry of Education has a substantive and primary role in determining education policies in the areas discussed below.

School boards, in accordance with specified powers, have a duty to govern schools in a fiscally responsible and cost effective manner. School boards may also set education policies

that reflect the aspirations of the local community. School boards employ school district staff, prepare and manage the district's operating budget and capital plan, prepare an annual accountability contract, approve local courses, and adjudicate complaints from parents and students. While school boards may delegate administrative and management duties to employees, the responsibility for decision-making legally resides with the school board.

The Inspector of Independent Schools is responsible for the administration of the *Independent School Act*, regulations and Minister's Orders. Responsibilities include classifying and inspecting independent schools, ensuring schools meet the requirements of the Act and certifying independent school teachers. Other responsibilities include administering the offshore school certification program as well as setting home-school policies.

Funding to BC public schools has increased by $303 million between the 2000/01 and 2004/05 school years — $150 million for district operating grants and $153 million for special, one-time grants. Between the 2000/01 and 2005/06 school years, public school enrolment is projected to decline by almost 30,000 FTE's. The 2005 Throne Speech announced $150 million in new funding to help school districts continue to focus on improving student achievement. The challenge the ministry faces is to ensure that resources are distributed in a way that best meets the goal of improved student achievement, while continuing to respect local autonomy.

Over the last several decades there has been an increased focus on education at the local, provincial, national and international levels. The definition of education has expanded to include all types of learning at any time, and any place. Educational services have likewise expanded to keep up with the public's expectations, to include distance learning, early childhood education, as well as a renewed focus on health and literacy. Other factors affecting the education system include:

- Student enrolment is expected to decline over the next five years due to a declining birth rate and an aging population. Most regions are already experiencing declining enrolments, with peak enrolments at Grade 11 and small, but consistent declines for each grade thereafter.
- The Aboriginal population in BC is young and growing at a faster rate than the non-Aboriginal population. As the Aboriginal population grows there will be increased demand for programs that improve outcomes for this population group.
- Many working parents would like schools to provide, or link to, additional services such as preschool and full-day kindergarten/childcare. The importance of early development in a child's school success is becoming more generally appreciated. Such factors are creating pressure to provide preschool or early childhood education programs.
- Immigration has fueled an ongoing need for English as a Second Language (ESL) services in several districts, and some districts provide settlement support services for immigrant families with school-aged children. In 2004, a total of 37,045 immigrants landed in British Columbia, an increase of 1,806 individuals over the previous year.[12]

[12] Source — BC Stats website: http://www.bcstats.gov.bc.ca/data/pop/popstart.htm * (data provided by Citizenship and Immigration Canada).

* *Refer to note on page 3.*

- An aging workforce is fueling an ever-growing need for qualified young people to meet employers' demands, particularly in the trades sector.

The rapid growth of technology will continue to alter the face of education as it has traditionally been known. New opportunities exist for delivering services, monitoring and reporting performance and managing schools. Providers from other jurisdictions are now able to deliver educational programs into British Columbia, and vice versa. The capacity of information technology to collect, package and deliver educational services will continue to grow in the years ahead. Across many occupations, technological advances necessitate higher levels of employee knowledge and skills, even in entry-level positions. The high-tech and trades sectors continue to expand, as does the long-term requirement for employees with specific technical and computer skills.

Strategic Shifts and Significant Changes in Policy Direction

2004 – 2005 Strategic Shifts and Changes

There were no strategic shifts or changes in policy direction for the reporting year.

2005 – 2006 Strategic Direction

For the upcoming year, the Ministry of Education will focus on three key areas: literacy, health, and school/community partnerships.

Literacy

The Provincial Government is committed to helping children and adults gain the literacy skills they need for full participation in society. The government's literacy strategy is aimed at promoting improvements in reading, writing, numeracy and computer literacy for all British Columbians. A Premier's Advisory Panel on Literacy is assessing literacy challenges, identifying urgent needs, and developing an action plan to help BC meet its literacy goals. As well, government's *LiteracyNow* initiative is supporting community-based literacy programs, and working closely with volunteer and non-profit organizations. Finally, this year the government will again match donations raised by the successful Raise-a-Reader program on a dollar-for-dollar basis. All of this will move our province closer to its goal in education and literacy.

The Ministry of Education has a number of initiatives and strategies that build on government's efforts to make BC the most literate and best-educated jurisdiction in North America — these include:

- A $5 million program for literacy innovation grants for public schools;
- $10 million for new textbooks, to ensure students have the tools they need to achieve their best in school, and a book for every Kindergarten student in the province, in order to encourage parents and children to read together;

- *Ready, Set, Learn*[13] — this initiative was developed for families and their three-year olds, in order to create positive connections between families, the school system and community agencies that provide early childhood development support and services;
- A Literacy website with a wealth of resources for teachers and parents;[14]
- Numeracy Resources — for Kindergarten and Grade 1, numeracy resources are available that will help teachers and parents improve children's math skills; and
- Guides to Reading and Writing Standards for parents of students in Grades 1 to 4 to help parents understand what their children should be learning at school.

Health

Health Promoting Schools

In January 2005, the Ministry of Education and the Ministry of Health Services hosted a province-wide forum to promote health in schools and to begin work on a policy framework for health-promoting schools.[15] By adopting a health-promoting schools approach, the British Columbia school system can enhance the health and learning capacities of all British Columbian students. The school setting provides a unique opportunity to positively influence the many domains of student health in and outside the classroom. By working with teachers, parents, school administrators, health authorities, government, community groups and students, the ministry is creating an environment that fosters healthy living habits that last a lifetime. This initiative supports the Government of BC's commitment to enhance the health and education outcomes of all BC's children and youth, and the goal of significantly improving the health of its citizens by the 2010 Olympics. Areas of focus for Health Promoting Schools in 2005/06 include:

- Promoting healthy food choices and physical activity
- Enhancing health-related learning in and outside the classroom
- Encouraging partnerships, community links, and support services that promote health

A health-promoting school embraces the view that promoting children's health is a shared responsibility with parents, the health sector, and the community.

Community Connections

School Community Connections

In 2004 – 2005 the Ministry of Education facilitated the launch of *School Community Connections* with a grant of $10 million. The purpose of this initiative is to increase the number of schools that are centers for community activities and services. As shifting demographics and population patterns have left a number of schools underutilized or vacant, *School Community Connections* will benefit BC communities by helping school

[13] For information on *Ready, Set, Learn* please visit: http://www.bced.gov.bc.ca/literacy/rsl/ *.

[14] To view Literacy website, please go to: http://www.bced.gov.bc.ca/literacy/ *.

[15] For more information on health-promoting schools, please visit: http://www.bced.gov.bc.ca/health *.

* *Refer to note on page 3.*

boards and local governments revitalize these schools as centers for community learning and activity. The BC School Trustees Association (BCSTA) and the Union of BC Municipalities (UBCM) will co-manage the program, in consultation with the Ministry of Education. By making space available in schools for services such as day care and seniors' centers, local schools are strengthening their ties with the community. The evolution of the school-community partnership will result in better educated, more active, and more connected communities.

New Era Commitments

During the past year, the Ministry of Education has made continued progress on its *New Era* Commitments.

***New Era* Commitment: Work with educators and employers to expand job training and skills development.**

In support of the government's goal of a strong and vibrant economy, and to provide skilled workers for a changing and growing economy, the Ministry of Education has undertaken initiatives designed to provide students with more training in the workplace. This is an area that will benefit from continued focus. In conjunction with the Industry Training Authority, the ministry held eight regional focus sessions around the province to seek input from educators and employers on how we can best increase participation by secondary students in industry training programs.

- The Ministry of Education, in conjunction with the Industry Training Authority and the Ministry of Advanced Education, developed and implemented a new program that allows secondary students to complete industry recognized technical training as part of their Graduation Program courses. The Accelerated Credit Enrolment in Industry Training program (ACE IT) enrolled 831 secondary students in its first semester of operation.
- In consultation with educators and industry association representatives, the ministry developed a new *Program Guide for Secondary School Apprenticeship*.[16]
- The Ministry of Education is supporting the BC Business Council's development of a new interactive DVD resource highlighting skilled trades opportunities for BC students.

***New Era* Commitment: Provide teachers with more technology training.**

Due to the constantly evolving nature of technology, teachers require ongoing training so that their students receive an up to date, relevant educational program. As part of these ongoing efforts, the ministry has signed agreements with Simon Fraser University and Malaspina University College to develop and deliver two offerings of an Online Literacy Course through their Continuing Education programs. The course design focuses on literacy strategies, embedded technology skills and includes practical tools teachers can use with their students to improve literacy skills.

[16] For more information, please visit: http://www/bced/gov.ca/careers *.

* *Refer to note on page 3.*

Malaspina University College has completed its first course offering and will be delivering it for a second time in Summer 2005. SFU has scheduled two offerings of its Online Literacy course for Fall 2005. The overall target for both institutions is to successfully train approximately 200 registrants.

***New Era* Commitment**	**Status**
1. Maintain and increase education funding levels by increasing revenues through economic growth.	Completed
2. Give local school boards more autonomy and control over the delivery of education services, subject to provincial testing and curriculum.	Completed
3. Maintain current funding arrangements for independent schools.	Completed
4. Eliminate the PST on basic school supplies purchased by Parent Advisory Councils, which volunteer their time and effort to raise money for public schools.	Completed
5. Guarantee that parents of students attending schools are entitled to volunteer their services, provided it does not result in the displacement of existing staff services.	Completed
6. Improve school accreditations.	Completed
7. Give school boards multi-year funding envelopes, to improve long-term education planning and budgeting.	Completed
8. Restore education as an essential service under the labour code, to ensure that no child's right to an education is denied during school strikes and lockouts.	Completed
9. Establish specific goals and outcomes to measure the success of educators in public schooling.	Completed
10. Devote more of each education dollar to improving the quality of education, and less to bureaucracy.	Completed
11. Support more flexibility and choice in public schooling.	Completed
12. Work with educators and employers to expand job training and skills development.	Ongoing
13. Provide teachers with more technology training.	Ongoing
14. Ensure that music, arts and physical education curriculums are fully funded in BC's public schools.	Completed
15. Put more computers in schools and increase resources to improve computer literacy for students of all ages.	Completed

Report on Performance

Report on Results

The *Annual Service Plan Report* is the main vehicle for the Ministry of Education to communicate to the public the ministry's accomplishments. The *Report on Results* section contains the ministry's accomplishments in the context of its goals, core businesses and objectives. The ministry's progress in achieving its goals and objectives is assessed through performance measures, by comparing actual results with performance outcomes.

Ministry Goals	Ministry Key Objectives	Measures/Targets (As appropriate)	Results
1. Improved student achievement.	1. Improved student achievement in areas of intellectual development.	1. Percentage of public and independent school students meeting or exceeding expectations on Foundation Skills Assessment.	△
		2. Completion rate (percentage of public and independent students who start Grade 8 and graduate from Grade 12 within 6 years).	While results have not increased year-over-year, this rate has been maintained at 79%.
		3. Grade 8–9 Transition Rate (Public and Independent Schools)	While results have not increased year-over-year, this rate has been maintained at 95%.
		4. Percentage of public and independent school students successfully completing Grade 12 courses (with "C" or better). • English • Math	✗[1]
		5. Percentage of public and independent Grade 12 graduates receiving exam scholarships.	✓✓
		6. National/international assessment results.	✓✓
		7. Number of students in secondary apprenticeship programs.	✓✓
	2. Improved student health and well-being.	8. Percentage of public school students who report feeling safe in school. • Elementary • Secondary	✓✓
		9. Percentage of parents of public school students who report that their child feels safe at school. • Parents of Elementary School Students • Parents of Secondary School Students	✓✓

✓✓ Exceeded target. ✓ Achieved target. △ Target mostly achieved. × Missed target.

[1] Please see results for this performance measure on page 27.

Ministry Goals	Ministry Key Objectives	Measures/Targets (As appropriate)	Results
2. A high quality performance-oriented education system.	1. Parents are empowered to become more involved in the K–12 education system.	10. Percentage of public school parents satisfied with their child's school and education • Parents of Elementary School students • Parents of Secondary School students	✓✓
	2. An environment of choice and flexibility exists in the K–12 education system.	11. Percentage of qualifying independent schools that received funding.	This rate has been maintained at 100%.
	3. An environment exists that supports quality teaching for quality learning in public schools.	12. Funding envelopes allocated to school boards on time.	This rate has been maintained at 100%.
	4. Increased school board autonomy through de-regulation and streamlining processes while creating an environment of accountability.	13. Consultation for and pilot of implementation of a ministry-wide risk management plan.	✓

✓✓ Exceeded target. ✓ Achieved target. △ Target mostly achieved. × Missed target.

Goal 1: Improved Student Achievement

To provide all students with opportunities for improvement, regardless of their ethnicity, gender, geographic location, physical characteristics or socio-economic status, and to recognize all achievements.

Improved student achievement should result in students having the skills they will need to succeed whether they choose to pursue post-secondary education, a career in the trades sector, or other productive employment. As well, students should be able to demonstrate knowledge about health and safety, because continued progress toward the Province's social and economic goals depends upon healthy, well-educated citizens. Educated workers are more productive and adaptable to shifting technological advances, and are better able to meet the demands of a modern economy for innovation. An educated workforce is an asset — it will help to attract investment to BC, increase our global competitiveness, and contribute to the Province's economic growth. The ministry's measure of success for this goal is year-over-year improvement in all areas of student achievement.

The Ministry of Education, through school boards and independent schools, is responsible for improving student achievement. While the ministry is responsible for setting standards, monitoring results, working with partner groups, allocating funding, and overseeing the K–12 education system as a whole, it is school boards and independent schools that are directly responsible for delivering education programs to students. The *School Act*

and School Act Regulations define the management functions, including the roles and responsibilities of the Ministry of Education, school boards, and school officials. The *School Act* and School Act Regulations delegate authority to school boards to hire senior level staff to administer school operations and to advise boards in formulating policy. School boards have a primary responsibility for students' intellectual development and a shared responsibility with families and the community for students' human, social and career development.

The more autonomy is given to schools and school boards, the less *direct* control the ministry has over the processes that will be used to achieve its goal. The benefits of local flexibility and responsiveness are expected to offset the loss of direct, bureaucratic control by the ministry. In order to mitigate possible risks associated with increasing local autonomy, the ministry strengthened accountability measures by introducing the *Accountability Framework*,[17] to ensure that the goals and objectives of the ministry and its partners are aligned and that progress toward these goals is monitored. Each school board, in accordance with the *Accountability Framework*, is accountable to the Province and the public for the performance of students in its district. Under the terms of an Accountability Contract, each school board has the autonomy to govern the schools in its district to achieve the results targeted in its Contract. This allows school boards the flexibility to meet the unique needs of the communities they serve.

Core Businesses:

- Public Schools
- Independent Schools
- Executive and Support Services

Outcomes:

- Students complete K – 12
- Students demonstrate strong academic and life skills capabilities

Objective 1: Improved student achievement in areas of intellectual development

To meet this objective, students must demonstrate improvement in areas of intellectual achievement, which is defined as academic, human, and social development. As early intervention offers children the best chance to acquire the strong literacy skills needed for academic and career success, the ministry has focused on key strategies that include providing support for early literacy and encouraging early intervention to improve success in reading. Other strategies include setting standards for curriculum and student performance, participation in province-wide assessments of reading, writing and numeracy, and ongoing monitoring and reporting on student performance. The ministry's strategy to set standards in two core academic areas and monitor and report student performance in Grade 12 has been adopted as a performance measure. Also important to BC's measurement of improvement in intellectual achievement is to compare our results to other jurisdictions through national and international assessments.

[17] For more information on Accountability Framework, please visit: http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm *.

* *Refer to note on page 3.*

The ministry strives to recognize all achievement by acknowledging learning outside the classroom. If the education system is to meet the growing requirements of a strong economy, more students must be given the opportunity to gain experience in the skilled trades. The ministry provides funding to initiatives such as the Industry and Training Authority's ACE IT program, which encourages students to register in industry training programs while still in secondary school, and allows students to earn graduation or apprenticeship credits.

Implementation of the new 2004 Graduation Program means students can earn credits toward graduation by participating in a wide range of activities. Along with encouraging school boards to offer locally developed courses to meet local priorities, the new Graduation Program aims to improve student intellectual achievement by offering a curriculum that is relevant and interesting to students. The ministry also encourages students to strive for excellence by providing an incentive for exceptional student performance through scholarships and awards.

Key Strategies

- Provide support for early literacy.
- Encourage early intervention to improve success in reading.
- Develop, manage and encourage participation in a province-wide assessment of reading, writing and numeracy.
- Implementation of new Graduation Program 2004.
- Encourage Board/Authority Authorized course electives designed to meet student needs and interests.
- Set standards for curriculum and student performance.
- Monitor and report student performance.
- Set standards in two core academic areas (English 12 and Math 12), monitor and report student performance in Grade 12.
- Provide an incentive for exceptional student performance.
- Acknowledge learning outside of the classroom.
- Participate in national and international assessments.

Performance Measures and Results

1. Foundation Skills Assessment results

Description

Assessing student performance in Foundation Skills alerts educators when there is a decline in achievement, and allows for a proactive response at the school level, the district level or the provincial level. The FSA is administered to all students in Grades 4 and 7, and specifically focuses on reading, writing and numeracy skills. The assessment provides a snapshot of shifts in achievement on a broad scale, such as an overall improvement or decline in reading skills. FSA is a standardized measure, which was designed by BC teachers to reflect the BC education system's curriculum. The data gathered from the Foundation Skills Assessment provides all levels of the education system with an opportunity to plan more effectively and to focus on key priorities, in order to meet the goal of year-over-year improvement in student achievement. Student participation in FSA is generally around 90 per cent.

Variance Analysis

The results for the 2003/04 FSA show improvement in most areas:

- Reading scores in Grades 4 and 7 improved by three per cent each over the previous year.
- In Writing, Grade 7 students showed an increase of 11 per cent, while Grade 4 students showed a decrease of three per cent.
- Numeracy scores improved slightly for Grade 4 students (up one per cent) and dropped slightly for Grade 7 students (down one per cent).

Small variances in results are most likely attributable to the fluctuations that occur year to year, and are due to factors like the differences in class composition. The trend over time data[18] for both Grades 4 and 7 show a steady improvement in all subject areas except one (the exception was Grade 4 Writing, which remained stable). Of particular note is the considerable improvement in Grade 7 Writing scores — up 11 per cent over last year. This is an achievement of which the ministry, school districts, schools and students can be proud. To ensure continued success in reading, writing and numeracy, the ministry will continue to focus on strategies to improve literacy rates. This focus includes providing support for early literacy and encouraging early intervention, through the *Ready, Set, Learn*[19] initiative. As well, in order to help meet government's goal to make BC the most literate and best educated jurisdiction in North America, the ministry provides support for LiteracyNow and has provided $5 million in literacy innovation grants.

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[18] Trends over time are not considered established until after about four years — less than three years does not suggest a trend because more data points create a more accurate picture. In small populations, large fluctuations can occur year over year.

[19] For more information about the *Ready, Set, Learn*, please visit http://www.bced.gov.bc.ca/literacy/rsl/ *.

* *Refer to note on page 3.*

Data Confidence

- *Source:* Ministry of Education — the FSA tests are written by students in Grades 4 and 7[20] at school, and administered by school staff.
- *Collection Method:* each answer sheet has the student's PEN affixed (Personal Education Number).[21] The tests are collected at the school and sent to the Ministry of Education for marking. Multiple-choice answers are scanned and open-ended responses are marked by specially trained teachers and then scanned. All results are then transferred into the education data warehouse (EDW), where they undergo a final check.
- *Data Reliability:* statistical measurement techniques are employed to enable the results to be compared against a common standard, and also to measure improvement over time. The use of a PEN means that the data are highly accurate, with the instance of more than one student sharing the same PEN being less than .002 per cent.
- *Reporting Period:* FSA testing is done annually, with the tests written in May and the results reported in September on the Ministry of Education website.[22]
- *Timeliness:* the turnaround for the FSA tests is approximately four months, from the time the tests are written, to when they are reported. This renders the data extremely useful in making timely adjustments to planning activities at the school and district level.

Performance Measures	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2004/05[1] Actual	Variance (2002/03 to 2003/04)
1. Foundation Skills Assessment: Percentage of public and independent school students meeting or exceeding expectations on FSA[2]					Year-over-year improvement	2004/05 results will be available in September 2005	
Reading Grade 4	78%	80%	77%	80%			+ 3%
Reading Grade 7	76%	76%	77%	80%			+ 3%
Writing Grade 4	91%	94%	94%	91%			- 3%
Writing Grade 7	81%	84%	79%	90%			+ 11%
Numeracy Grade 4	84%	85%	87%	88%			+ 1%
Numeracy Grade 7	81%	82%	84%	83%			- 1%

[1] FSA results for 2004/2005 will be reported on the Ministry of Education website in September 2005.

[2] Grade 10 Exams have been discontinued. Grade 10 students now write Grade 10 Provincial Exams.

[20] Grade 10 students no longer write the FSA. Instead, Grade 10 students write provincial exams.

[21] For more information on Personal Education Numbers, please visit: http://www.bced.gov.bc.ca/pen/geninfo.htm *.

[22] For FSA results, please visit http://www.bced.gov.bc.ca/assessment/fsa/ *.

* *Refer to note on page 3.*

2. Completion Rate

Description

The school completion rate is determined by calculating the per cent of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school.

The completion rate was chosen as a performance measure because it is tangible evidence that students have succeeded in the K – 12 education system, and because it acts as a passport to either post-secondary education or the workplace. In our society, young adults have a far better chance for a successful life with a secondary school graduation certificate. Lack of a secondary school diploma, in turn, gives rise to all the costs that result from failure to complete secondary school, such as higher unemployment costs, higher rates of incarceration, welfare dependence, and a higher incidence of chronic health problems. All of the costs associated with failure to graduate put unnecessary pressure on government resources, and put the government's economic and social goals at risk.

Variance Analysis

The target for this measure is year-over-year improvement. The overall Completion Rate has remained stable at an all-time high of 79 per cent for the past two years, but has increased by three per cent since 2000/01. The ministry is currently in the process of determining an appropriate way to obtain and measure the data on rural completion rates, and will report out on this group when the data is available. Strategies to improve results for this measure include an emphasis on literacy, early intervention, and assessment and monitoring programs.

Data Confidence

- *Source:* Ministry of Education — data for Completion Rates are based on the ministry's 1701 form,[23] student transcripts, and provincial exams.[24]
- *Collection Method:* this measure quantifies the proportion of Grade 8 students who graduate within six years of entering secondary school for the first time. Schools and school districts provide the ministry with the number of courses leading to graduation and the school marks for both examinable and non-examinable courses. This data is then transferred into the Education Data Warehouse (EDW), where it undergoes a final check.
- *Data Reliability:* Completion Rate estimates are based on a statistical model that corrects for out-migration. This introduces a small degree of error in the estimates. Results are

[23] Form 1701 is a student data collection form that all public and independent schools must complete. The 1701 collects information about individual students as of September 30, including demographic, program enrolment, and number of courses, by type, for all students in the secondary grades, including adults. The collected information is critical for allocating funds, tracking student movement, monitoring enrolment trends in programs, and in reporting district and school profiles.

[24] Students must successfully complete their provincial exams in order to attain graduation (Grade 10 and 11 provincial exams are worth 20% of the final course mark, and Grade 12 provincial exams are worth 40% of the final course mark).

based on PEN's, and schools providing course data on time. The system is checked bi-annually to ensure there are no instances of more than one student sharing the same PEN (less than .002 per cent).

- *Reporting Period:* the data are collected from July through October, with the results are reported to the public in November of each year.
- *Timeliness:* the rate is available each year.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2004/05 Actual	Variance (2002/03 to 2003/04)
2. Completion Rate	76%	77%	79%	79%	Year-over-year improvement	2004/05 results will be available in November 2005	No variance
Aboriginal Students	42%	42%	46%	47%			+1%
Male Students	72%	73%	75%	75%			No variance
Female Students	81%	82%	83%	83%			No variance
ESL Students	77%	79%	80%	82%			+2%
French Immersion Students	92%	94%	93%	92%			-1%
Gifted Students	100%	100%	100%	100%			No variance

3. Grade 8–9 Transition Rate

Description

The Grade 8–9 transition rate measures the per cent of students in Grade 8 who do not enroll in Grade 9 the following year. The transition from Grade 8 to 9 is a key measure because it is the earliest point at which students tend to leave school. This measure alerts educators to a serious problem that may require immediate attention. The ministry's goal of year-over-year improvement is intended to keep the transition rate as high as possible; if a student fails to make this critical transition, there is little likelihood that he or she will complete high school.

Variance Analysis

The transition rate from Grade 8 to 9 has remained unchanged at 95 per cent since 2000/01. Strategies to improve results for this measure include an emphasis on literacy, early intervention, and assessment and monitoring programs. Although the transition rate is exceptionally high, the ministry's goal remains year-over-year improvement.

Data Confidence

- *Source:* data on the Grade 8–9 transition rate are collected on the Ministry of Education's 1701 form.
- *Collection Method:* Schools and school districts provide grade placement information to the ministry through the data collection for the 1701. This data is then transferred into the Education Data Warehouse (EDW), where it undergoes a final check.
- *Data Reliability:* results are tracked through students' PEN's (Personal Education Number), which are checked bi-annually to ensure that there are no instances of more than one student with the same PEN (less than .002 per cent). Student out-migration is not factored into the results, which means that the final transition rate is under-estimated.
- *Reporting Period:* the data are collected from October through December, with results reported in January via School Performance Reports.
- *Timeliness:* the data are available annually.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2004/05 Actual	Variance (2002/03 to 2003/04)
3. Grade 8–9 Transition Rate	95%	95%	95%	95%	Year-over-year improvement	2004/05 results will be available in January 2006	No variance

4. Percentage of students with a "C" or better in Grade 12 courses

Description

This performance measure — the percentage of students who achieve a "C" or better in Grade 12 courses (English and Principles of Math) — is similar to measuring the Completion Rate, but allows for a more refined analysis of the ministry's success in improving student achievement. In essence, this is a measure of whether students have the potential and skills to make the transition to post-secondary education or the workforce.

Variance Analysis

Overall, students scored higher on 2003/04 provincial exams than in the previous year. The target for this measure is year-over-year improvement. There has been improvement in both subject areas since 2001 (English scores have shown an increase of one per cent, while Principles of Math scores have shown a two per cent increase), however, last year's scores showed a three per cent decrease for each subject area. While these results do not show improvement for the reporting year, minor fluctuations are often present when measuring improvement over time.

Data Confidence

- *Source:* data for this performance measure comes from the Ministry of Education's Transcripts and Examinations (TRAX) database.

- *Collection Method:* schools and school districts submit exam registrations to the ministry TRAX system. Students write the Math and English provincial exam (administered five times a year for English and four times a year for Principles of Mathematics). The exams are collected at the school and sent to the Ministry of Education for marking. Multiple-choice answers are scanned and open-ended responses are marked by specially trained teachers and then scanned. All results are then transferred into the education data warehouse (EDW), where they undergo a final check for accuracy.
- *Data Reliability:* results are tracked through PEN's, which are checked bi-annually to ensure that there are virtually no instances of more than one student with the same PEN (less than .002 per cent). Student out-migration is not factored into the results
- *Reporting Period:* the data are collected from October through November, with the results for this measure being reported in late November.
- *Timeliness:* the data are available annually.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2004/05[1] Actual	Variance (2002/03) to 2003/04)
4. Percentage of students with a "C" or better in Grade 12 courses					Year-over-year improvement	2004/05 results will be in November 2005	No variance
English	75%	78%	79%	76%			- 3%
Principles of Math	70%	75%	75%	72%			- 3%

5. Percentage of Grade 12 students receiving provincial scholarships

BC's reputation for a high quality education system is reflected in the high number of scholarships awarded to students. One of the ministry's strategies to improve academic achievement was to provide an incentive for exceptional academic performance. This performance measure indicates the proportion of students who have achieved excellence. By turning out top-notch graduates, the ministry is helping supply the workforce with skilled and educated workers who can help BC's economy compete nationally and internationally. Attainment of a fixed academic score (a combined total of 1,700 points on three exams) is required to receive a BC provincial scholarship.

Variance Analysis

Slow but steady gains have been made in the number of Grade 12 graduates who receive scholarships — the results show a .3 per cent increase over last year.

Data Confidence

- *Source:* data for this performance measure was entered into the Ministry of Education's TRAX database.
- *Collection Method:* Provincial scholarships are awarded to students who achieve a combined score of 1,700 or higher on their three best provincial exams. Exam registrations are sent to the ministry's TRAX database by the school or school district and provincial

exam results are marked and scanned by the ministry. The data is then transferred into the EDW database, and undergoes a final check for accuracy.

- *Data Reliability:* results are tracked through PEN's, which are checked bi-annually to ensure that there are no instances of more than one student with the same PEN (less than .002 per cent).
- *Reporting Period:* the data are collected annually from August to September, with the results being reported annually in September, for the previous school year.
- *Timeliness:* the data are available annually.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2004/05 Actual	Variance (2002/03 to 2003/04)
5. Percentage of Grade 12 students receiving exam scholarships	7.4%	7.2%	7.7%	8%	Year-over-year improvement	Data will be available in September 2005	+.3%

6. National and International Assessments

Description

To meet its objective of participating in national and international assessments, the Ministry of Education takes part in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMMS) and School Achievement Indicators Program (SAIP). The content of the assessments changes from year to year, as does the frequency, depending on the cycle of each. The only new assessment to report on for this reporting period is the PISA 2003, which was undertaken in the Spring of 2003 (with the results being reported in late 2004). The Programme for International Student Assessment was initiated by member countries of the OECD to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students. PISA was first implemented in 2000 and is repeated every three years, focusing on three subject areas — Math, Reading, and Science.

PISA assesses students as they near the end of mandatory schooling, to ascertain whether they are able to analyze, reason, and communicate effectively, and whether they can demonstrate the capacity for life-long learning. PISA is not a conventional school-administered test, in that rather than examining how well students have learned the curriculum, it looks at how well prepared they are for life beyond school.

The reporting style has changed slightly from last year, to reflect a more meaningful way of displaying the results. While last year Canada was used as the base for which comparisons were made, it is more appropriate for BC to use its own performance as the starting point for comparison.

As BC continues to compete for a share of the global economy, it is important that our education system is able to provide graduates with the skills and knowledge they need to compete at an elite level. Comparing BC's student achievement with that of other OECD countries is a way to see how well our students measure up.

Variance Analysis

British Columbia has one of the best education systems in the world, and this is borne out by our strong standing on international assessment measures. According to results from the PISA 2003, BC students are among the best in the world in math, reading and science. No country or province outperformed BC in math or reading, and only Finland and Japan outperformed BC in science. These results may be compared with PISA 2000[25] when no country or province outperformed BC in reading, when Alberta, Japan, Korea and Quebec outperformed BC in math and Korea outperformed BC in Science.

Data Confidence

- *Source:* PISA is coordinated by the OECD[26] (Organization for Economic Co-operation and Development). In Canada, Statistics Canada and the Council of Ministers of Education (CMEC) oversee the administration, data collection, analysis and storage and reporting.
- *Collection Method:* the tests were administered over a three to four week period in April and May 2004. The data are collected from a randomly selected sample of BC 15 year olds. Forty-one countries participated in PISA 2003 — in Canada, approximately 28,000 students from over 1,000 schools participated.
- *Reporting Period:* the testing takes place in the Spring of every third year (2000, 2003, 2006, etc.) and the results are reported approximately a year and a half later (i.e., the PISA 2003 results were published in late 2004).
- *Data Reliability:* the results are reported publicly for 41 countries. Canadian provinces over-sample in order to be able to report results at the provincial level. Results are reported with confidence intervals that discourage "ranking" and promote an analysis of jurisdictions that perform in a similar range, based on a review of the confidence intervals that determine the statistically significant differences between results of jurisdictions.
- *Timeliness:* PISA is administered every three years. Initial results are reported approximately 18 months later, with secondary analysis and additional reports being published throughout the years between administrations.

[25] To view the PISA 2003 results, please visit: http://www.pisa.oecd.org*.

[26] For more information on the OECD, please visit: http://www.oecd.org/home/*.

* *Refer to note on page 3.*

Performance Measure	2003/04 Actual			
6. National/international assessment results[1] • **PISA 2003 (Programme for International Student Assessment)**	Performance Target — Perform in the top 10% to 25% of all participants			
	Mathematics	**Reading**	**Science**	**Problem Solving**
Above BC			Finland, Japan	Finland, Korea
In BC's range	Alberta, **BC**, Belgium, Canada — as a whole, Finland, Japan, Hong Kong–China, Korea, Liechtenstein, Manitoba, Netherlands, Ontario, Quebec	Alberta, **BC**, Canada — as a whole, Finland, Korea, Ontario, Quebec	Alberta, Australia, **BC**, Canada — as a whole, Hong Kong–China, Korea, Liechtenstein, Macao–China, Netherlands, Czech Republic, New Zealand, Ontario, Quebec	Alberta, Australia, **BC**, Canada — as a whole, Hong Kong–China, Japan, Liechtenstein, Macao–China, Manitoba, New Zealand, Ontario, Quebec
Below BC	Australia, Austria, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Italy, Latvia, Luxembourg, Macao–China, Mexico, New Brunswick, Newfoundland and Labrador, New Zealand, Norway, Nova Scotia, Poland, Prince Edward Island, Portugal, Russian Federation, Saskatchewan, Serbia and Montenegro (Ser.), Slovak Republic, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United States, Uruguay	Australia, Austria, Belgium, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hong Kong–China, Hungary, Iceland, Indonesia, Ireland, Italy, Japan, Latvia, Liechtenstein, Luxembourg, Macao–China, Manitoba, Mexico, Netherlands, New Brunswick, Newfoundland and Labrador, New Zealand, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Russian Federation, Saskatchewan, Serbia and Montenegro (Ser.), Slovak Republic, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United States, Uruguay	Austria, Belgium, Brazil, Denmark, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Italy, Latvia, Luxembourg, Manitoba, Mexico, New Brunswick, Newfoundland and Labrador, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Russian Federation, Saskatchewan, Serbia and Montenegro (Ser.), Slovak Republic, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United States, Uruguay	Austria, Belgium, Brazil, Czech Republic, Denmark, France, Germany, Greece, Hungary, Iceland, Indonesia, Ireland, Italy, Latvia, Luxembourg, Mexico, Netherlands, New Brunswick, Newfoundland and Labrador, Norway, Nova Scotia, Poland, Portugal, Prince Edward Island, Russian Federation, Saskatchewan, Serbia and Montenegro (Ser.), Slovak Republic, Spain, Sweden, Switzerland, Thailand, Tunisia, Turkey, United States, Uruguay

[1] The content and frequency of international assessments varies from year to year, depending, among other things, upon testing cycles.

7. Number of secondary students in apprenticeship programs

Description

While a university degree is undeniably important, the academic route is not right for everyone. Equally important to BC's economy are skilled trades workers. This performance measure annually tracks the number of students enrolled in apprenticeship programs, and is an important indicator of how well the system is doing in encouraging students to consider a career in the trades sector. Skilled workers can command a higher wage, expanding the province's tax base and stimulating economic growth. Steady increases in apprenticeship program enrollment increases the likelihood that BC will have a diverse, adaptable workforce ready to meet the demands of a changing, growing economy.

Variance Analysis

The number of secondary students enrolled in apprenticeship programs increased by 207 from 2003/04 to 2004/05, to a total of 727. The ministry has worked to make it easier and more attractive for students to obtain training for a career in the trades with the implementation of the Graduation Program 2004. Changes to graduation requirements have made it possible for students in apprenticeship programs, such as ACT IT[27] to use apprenticeship credits toward graduation requirements.

Data Confidence

- *Source:* the Ministry of Education collects data for this measure from schools and school districts on the ministry's 1701 form.
- *Collection Method:* schools and school districts provide secondary school apprenticeship enrolment data to the ministry in the annual data collection process for the 1701 form. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.
- *Data Reliability:* the results are tracked by matching a student's PEN to his or her name. PEN's are checked bi-annually to ensure that there are no instances of more than one student with the same PEN (less than .002 per cent).
- *Reporting Period:* the data are collected from October through January, with the results for this measure being reported annually in the Ministry of Education's *Summary of Key Information*, published each February on the ministry's website.[28]
- *Timeliness:* the data are available annually.

[27] For more information on ACE IT, please visit: http://www.itabc.ca/ICC-ACEIT.php *.

[28] For the more information on the *Summary of Key Information*, please visit: http://www.bced.gov.bc.ca/reporting/levels/prov_key.htm *.

* *Refer to note on page 3.*

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2005/06 Target	2004/05 Variance (2002/03 to 2003/04)
7. Number of secondary students in apprenticeship programs	468	770	625	520	727	2005/06 results will be in February 2006	Increased participation year-over-year	+207

Objective 2: Improved student health and well-being

In order to ensure that children are taught in an environment that is conducive to learning, the ministry focused on two important strategies. The Ministry of Education continues to work with other social policy ministries to develop strategies that support fitness and healthy living for K–12 students. As part of this strategy the Ministry of Education, in collaboration with the Ministry of Health Services, launched an action plan for student health. The approach is multi-faceted, and includes a policy framework for schools to promote learning about health, a revision of expected learning outcomes related to the health curriculum and implementation of *Action Schools! BC*, designed to encourage physical activity in school-aged children. The ministry is in the process of developing a performance measure for student health, and this measure will be included in the 2005/06–2007/08 Service Plan.

The ministry's second strategy was to develop provincial standards and guidelines for schools and school boards to ensure schools are safe, caring and orderly. Ultimately, the strategies to support the efforts of school boards to emphasize safety and encourage healthy habits are intended to lead to improved human and social development, which is expected to lead to improved student achievement.

Key Strategies

- Work with other social policy ministries to develop strategies that support fitness/healthy living for K–12.
- Through consultation develop and set provincial standards for schools and districts to ensure schools are safe, caring and orderly.

Performance Measures and Results

8. Percentage of public school students who report feeling safe in school

Description

An effective learning environment is a critical component of the ministry's goal to improve student achievement. It is important that children feel safe at school because not only do they learn more effectively when they feel safe, they are more likely to stay in school. This measure reflects students' perceptions related to school safety. Data for this measure is collected through the Ministry of Education's *Satisfaction Survey*, which is administered annually to students at the school level in Grades 4, 7, 10, and 12, and to parents and staff.

Variance Analysis

Results from the *2002/03 Satisfaction Survey* show an increase of two per cent in satisfaction for elementary students, while results for secondary students are up one per cent. Year-over-year and trend-over-time data indicate students are feeling safer in their schools, and the ministry aims to build on this trend with the *Safe, Caring, and Orderly Schools* initiative.

Data Confidence

- *Source: Satisfaction Survey*, Ministry of Education.
- *Collection Method:* all responses are either scanned by ministry staff, or collected directly into a database from the online instrument. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.
- *Reporting Period: Satisfaction Surveys* are administered electronically and physically each year, from January to March and the results are released in late May, on the ministry's website.[29]
- *Data Reliability:* an annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.
- *Timeliness:* the data are available annually.

[29] For more information on the *Satisfaction Survey*, please visit: http://www.bced.gov.bc.ca/sat_survey/welcome.htm *.

* *Refer to note on page 3.*

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance (2002/03 to 2003/04)
8. Percentage of public school students who report feeling safe in school					Year-over-year improvement	2004/05 results will be available in late June 2005	
Elementary	N/A	80%	80%	82%			+2%
Secondary	N/A	71%	70%	71%			+1%

9. Percentage of public school parents who report that their child feels safe in school

Description

This measures parents' perceptions of their child's safety at school.

Variance Analysis

Results from the *2004 Satisfaction Survey* show an increase in scores for parents of elementary students, up one per cent to 87 per cent. Results for parents of secondary school students also show improvement, with scores up three per cent to 81 per cent.

Data Confidence

This information is the same as for the previous performance measure.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance (2002/03 to 2003/04)
9. Percentage of public school parents who report that their child feels safe in school					Year-over-year improvement	2004/05 results will be available in late June 2005	
Elementary School Parents	N/A	84%	86%	87%			+1%
Secondary School Parents	N/A	77%	78%	81%			+3%

Goal 2: A high quality performance-oriented education system

In a high quality performance-oriented education system, the focus of the entire system is on a data driven, results-based, and flexible approach to improving student achievement. The best way to ensure student success is to offer students relevant choices that fit their needs and interests. Such a system results in access to quality education for all students, learning choices for parents and students, and is measured by the level of satisfaction reported by students and parents.

In order to support school boards' efforts to expand choice in the schools, the ministry has removed barriers that might have hampered the achievement of this goal. The ministry will continue to work with school boards to examine ways to make use of schools as community centres; this work will include conducting a review of under-utilized school facilities that could be used as daycare centers, seniors' centers or parent centers. The choice to integrate services, supports, and partnerships will lead to improved student learning, stronger families and healthier communities.

Core Business

- Public Schools
- Independent Schools
- Debt Services and Amortization
- Executive and Support Services

Outcomes

- Access to quality education for all students
- Learning choices for students and parents
- Evidence-based goals are used to improve achievement
- Increased efficiency and effectiveness throughout the system

Objective 1: Parents are empowered to become more involved in the K – 12 education system.

The ministry has worked with school boards to ensure parents have opportunities to be involved in the education system. When parents are involved in their child's education, achievement levels improve. Strategies to increase parent involvement include providing more opportunities for parents to contribute to their child's education and providing parents with the information they need to make informed choices with respect to their child's education. As part of the Ministry of Education's commitment to further involve parents in the education system a number of initiatives have been launched over the past three years, including guaranteeing the right of parents to volunteer in their child's school, and monitoring and reporting parent satisfaction. To continue to assist parents in taking an active and critical role in their children's education, the ministry allocated an extra $11.3 million dollars in funding for Parent Advisory Councils on March 31st, 2005.

The ministry has also made progress on providing parents with information — with the introduction of the Choice Finder tool[30] on the ministry website, parents and students can choose programs to fit each student's unique talents and interests.

Key Strategies

- Provide more opportunities for parents to contribute to their child's learning, such as School Planning Councils and the Parent Learning Centre.
- Provide information for parents, through *Achieve BC* website and *Helping Your Child Learn* booklets, for example.

Performance Measures and Results

10. Percentage of public school parents satisfied with their child's school and education

Description

This measure indicates the level of parent satisfaction with respect to their child's school and education. Assessment of the satisfaction levels of parents and students is key to determining the performance of the education system. The data for this performance measure is gathered at the school level from the annual *Satisfaction Survey* so it can be incorporated into school performance plans and used for planning and decision-making. In general, parents are more satisfied with their child's school when they are involved in the planning and decision-making process, and when they are provided with the information to make informed decisions regarding their child's education.

Variance Analysis

The results from 2003/04 show steady year over year gains in this area, and are indicative of a positive trend in parental satisfaction. Satisfaction results for parents of elementary school students is up one per cent, while for parents of secondary school students satisfaction is up two per cent. To build on these results the ministry will continue its efforts to involve parents in their children's education through School Planning Councils, and to increase the capacity of SPC's. The ministry will also continue to provide timely information to parents regarding their children's education.

Data Confidence

Same as previous performance measure relating to the *Satisfaction Survey*.

[30] For more information, please visit: http://www.achievebc.ca/choices/search_about.aspx*.

* *Refer to note on page 3.*

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance (2002/03 to 2003/04)
10. Percentage of public school parents satisfied with their child's school and education					Year-over-year improvement	2004/05 results will be available in late June 2005	
Elementary School Parents	N/A	76%	79%	80%			+1%
Secondary School Parents	N/A	64%	69%	71%			+2%

Objective 2: An environment of choice and flexibility exists in the K – 12 education system.

The outcome for this objective is an education system that embodies choice and flexibility, where students are offered a variety of courses that are relevant and meet their needs, and the courses are available any time and any place. Flexibility and choice reflect the degree to which the education system meets the needs of students. In addition to encouraging school boards to enhance flexibility and choice, the ministry adopted three strategies to ensure the K – 12 system meets the varied needs of a diverse student population.

The first strategy was to provide achievement and satisfaction data results to parents and students. Through public reports on the ministry website, Foundation Skills Assessment results, Provincial Exam results, and international assessments, such as PISA, are reported under the ministry's *Summary of Key Information*.[3] The second strategy — "to monitor the impact of enabling legislation related to increased choice and flexibility" — was changed because the ministry thought it would be more meaningful and relevant to monitor the number of choice programs and schools instead of legislation. There are currently over 5,000 choice programs available to students in BC. Students and parents can find information on programs and schools of choice on the School Choice website. The final strategy was to maintain alternatives to the public system that meet provincial standards by providing certification and funding to independent schools and to ensure these schools meet the standards required under the *Independent School Act* by conducting inspections.

Key Strategies

- Provide student achievement and satisfaction data results to parents and students.
- Monitor number of choice programs and schools available to students.
- Maintain alternatives to the public system that meet provincial standards by providing certification, funding and conducting inspections.

[3] For more information, please visit: http://www.bced.gov.bc.ca/assessment/fsa/*.

* *Refer to note on page 3.*

Performance Measures and Results

11. Percentage of qualifying independent schools that receive funding

Description

This performance indicator measures the percentage of Group 1 and 2[32] schools that receive funding. The Office of the Inspector of Independent Schools, under the Ministry of Education, issues Group classification certificates to BC independent schools every six years. External Evaluation Committees inspect schools for compliance with the *Independent School Act*, and based on their recommendations schools are issued a Group Classification. Group 1 and 2 schools are eligible for provincial funding. Schools are monitored every two years to ensure continued compliance with all of the requirements of the Act. Once a school has received funding, funding will continue unless the school is found in non-compliance with the *Independent School Act*.

Variance Analysis

The percentage of qualifying schools receiving funding has consistently remained at 100 per cent, with no variance.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance (2002/03 to 2003/04)
11. Percentage of qualifying independent schools that receive funding	N/A	N/A	100%	100%	Year-over-year improvement	Funding for independent schools is announced in the spring of each year	No variance

[32] Group 1 and 2 schools: Group 1 schools receive 50 per cent of their local school district's per student operating grant on a per FTE student basis. They employ BC certified teachers, have educational programs consistent with ministerial orders, provide a program that meets the learning outcomes of the British Columbia curriculum, meet various administrative requirements, maintain adequate educational facilities, and comply with municipal and regional district codes. Group 2 schools meet the same requirements as Group 1 schools, and receive per-student operating grants at the 35% level, because the school's per-student operating costs exceed those of the local school district.

Objective 3: An environment exists that supports quality teaching for quality learning in public schools.

To further support the goal of a high quality, performance-oriented education system, the ministry's objective was to foster an environment that supports quality teaching for quality learning in public schools. Critical to the success of this objective is building leadership capacity within the education system, through strategies such as the development and support of programs to assist principals in supervising learning in the classroom. As well, the ministry monitored the number of new choice programs available to students. The final strategy was designed to maintain alternatives to the public education system. The independent school system and distributed learning are both viable alternatives to the public school system, and the ministry is committed to ensuring that these alternatives meet criteria set out in legislation through certification, funding and conducting inspections.

Key Strategies

- Provide support for the development and implementation of a program assisting principals in more effectively supervising student learning in classrooms.
- Monitor implementation of legislation related to increased choice and flexibility.
- Maintain alternatives to the public system that meet provincial standards by providing certification, funding and conducting inspections/visits.

Performance Measures and Results

12. Funding envelopes allocated to school boards on time.

Description

The percentage of funding envelopes allocated to school boards on time is a measure of efficiency, indicating whether the ministry is meeting its funding commitments in a timely manner. This measure also indicates whether the ministry supports quality teaching for quality learning by providing funding to maintain alternatives to the public school system.

Variance Analysis

The ministry has consistently met its target of ensuring school boards receive funding envelopes on time. Compliance has been at 100 per cent for the last four reporting periods. Although the high rate of compliance indicates a high level of efficiency within the ministry for allocating funding, this measure will continue to be monitored.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance (2003/04 to 2004/05)
12. Funding envelopes allocated to school boards on time	100%	100%	100%	100%	Year-over-year improvement		No variance

Objective 4: Increased school board autonomy through de-regulation and streamlining processes while creating an environment of accountability.

This objective was intended to do two things: to increase the autonomy of school boards by freeing them from prescriptive regulations while at the same time to create or maintain strong accountability measures. The Ministry of Education adopted a number of strategies to meet this objective. The first, to reduce unnecessary administrative procedures and paperwork, is part of an ongoing process where every opportunity is taken to eliminate unnecessary procedures. The second strategy was to increase the ability of school boards to plan by providing stable three-year funding envelopes. The ministry has implemented multi-year funding envelopes that roll over every three years. To balance increased school board autonomy, the third strategy was to require annual Accountability Contracts from school boards. Under the comprehensive *Accountability Framework*, which includes Accountability Contracts, School Planning Councils, and School Performance Plans, each of the 60 school districts has an Accountability Contract in place, which must be submitted annually to the ministry.

A fourth strategy, also intended to increase efficiency, was to administer a portion of the *Satisfaction Surveys* online. For the 2003/04 school year, 42 per cent of the surveys were administered online, and the remaining 58 per cent were paper and pen surveys. For the 2004/05 school year, 63 per cent of the surveys were completed online, which is an increase of five per cent. The ministry will continue to implement electronic surveying as paper surveys are being phased out.[11] The final strategy under this objective was to introduce a more formal approach to managing risk. The ministry has developed and implemented a ministry-wide risk management plan, and will incorporate risk management measures into all future planning and decision-making processes.

Key Strategies

- Administer a portion of *Satisfaction Surveys* online.
- Reduce unnecessary administrative procedures and paperwork.
- Increase flexibility of boards to plan by providing rolling three-year funding.
- Require boards to submit annual accountability contracts.
- Introduce a more formal approach to managing risk.

[11] The electronic survey service provider was A. Willock Information Systems, who provided log-on numbers, general instructions and free support to school districts.

Performance Measures and Results

13. Consultation for and pilot of implementation of a ministry-wide risk-management plan.

Description

The *Risk Management Plan* was chosen as a measure to assess the ministry's strategy to introduce a more formal approach to risk management. Strategically, the goal of applying risk management to ministry projects is to significantly improve the ministry's ability to deliver and manage projects. At the tactical or project level, the goals of risk management are to proactively assess the challenges a project may face, determine which risks must be dealt with, and implement strategies to deal with those risks. Ultimately, better management of risk within the ministry will lead to a more accountable and efficient organization.

Variance Analysis

The ministry *Risk Management Plan* was completed within the prescribed timeframe, therefore the ministry met its target and there was no variation from target. The ministry now incorporates risk management planning and assessment in all planning and decision-making processes.

Performance Measure	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Target	2005/06 Actual	Variance
13. Consultation for and pilot of implementation of a ministry-wide risk management plan	This measure was a new measure in the 2004–2007 Service Plan, to be reported on in the 2004/05 Annual Service Plan Report				Complete		No variance

Performance Measures — Changes from Previous Service Plan

As part of the ministry's ongoing efforts to fine-tune and streamline performance measures, in order to focus on the few critical aspects of performance, the following measures from the previous Service Plan (2004/05–2006/07) have been discontinued, added, or changed.

Performance Measures	Rationale
Percentage of parents of public school students who report they can play a meaningful role in their children's school: • **Parents of Elementary School students** • **Parents of Secondary School students**	**Discontinued:** Performance measures that are drawn from the annual satisfaction survey may change over time, as the questions contained in the survey itself change. Detailed information on the satisfaction survey results is available online at: http://www.bced.gov.bc.ca/sat_survey *.
Percentage of public school parents and students reporting satisfaction with program choices available to them: • **Parents of Elementary School students** • **Parents of Secondary School students** • **Students (Grades 10 and 12)**	**Discontinued:** see above comment.
Percentage of Public School Principals and Vice-Principals Association members who report spending over 90 minutes per week supervising learning in the classroom	**Discontinued:** Will be reported on PVPA website: http://www.bcpvpa.bc.ca *.
Proportion of the acts, regulations, policies and policy instruments reviewed, eliminated and/or modified	**Discontinued:** Target met and exceeded.
Percentage of satisfaction surveys administered online	**Discontinued:** Although this performance measure was discontinued, the ministry's plan to streamline administrative processes still includes *administering a portion of Satisfaction Surveys online.*
McCreary Survey	**Discontinued:** the McCreary Survey is only administered approximately every five years, which makes this measure ineffective in tracking year-over-year improvement. However, information on the Survey can be found on the McCreary Centre Society website at: http://www.mcs.bc.ca *.
Grade 8 – 9 Transition Rate	**Added:** this performance measure was added because it provides an interim look at student achievement, allowing for a proactive response at an early stage, should there be a drop in achievement.

* *Refer to note on page 3.*

Deregulation

In support of government's commitment to reduce the regulatory burden in British Columbia, the Ministry of Education developed a three-year deregulation plan to reduce its regulatory requirements by 23 per cent by June 2004. The deregulation plan supports the ministry's objective to increase school board autonomy through deregulation and streamlining processes, while creating an environment of accountability. The ministry met and exceeded its target, achieving a 25.7 per cent reduction by June 2004, and has built on this trend by reducing the regulatory burden by 27.4 per cent as of March 2005. The ministry has committed to maintaining this reduced level of regulatory requirements through 2005/06.

In addition to reducing regulatory requirements, the ministry actively supports government's commitment to 'smart regulation' — focusing regulatory activities on outcomes. Student achievement and system accountability remain two key outcomes for the Ministry of Education.

	2002/03	2003/04	2004/05	Totals	2005/06
Target	12%	8%	3%	23%	0% increase
Achieved	13.9%	11.8%	1.7%	27.4%	—

Report on Resources

The *Resource* section compares projected spending to actual spending for the Ministry of Education's operating budget, and breaks down ministry expenses by core business area. In addition, projected and actual FTE's (full-time equivalents) are reported.

For the 2004/05 fiscal year, the Ministry of Education experienced significant variances in the following categories:

Public Schools — Under the core business area of Public Schools, a savings of $6.8 million was a result of savings in the ministry allowance for unanticipated spending pressures, plus the change in accounting treatment to recognize certain federal contributions toward K–12 education. Savings were used to fund one-time grants for education partners.

Amortization of Prepaid Capital Advance — Savings of $9 million in this category was due to a combination of $11.8 million in savings related to less than anticipated amortization expense, which was offset by an expense of $2.8 million for school closures in fiscal 2004/05.

Debt Service — Savings of $33.6 million was primarily a result of lower than anticipated interest rates, higher than anticipated sinking fund earnings, and reduced capital funding.

Total Variance

The variance between the budget and actual spending for the Ministry of Education primarily reflects a change in accounting treatment to recognize certain federal contributions toward K–12 education. The impact on the 2004/05 fiscal year is a $52 million reduction in both provincial revenue and education expense.

The Province has changed its accounting treatment with respect to recognizing certain federal contributions toward K–12 education costs of status on-reserve Aboriginal students attending provincial schools. The impact on the 2004/05 fiscal year is a $52 million reduction in both CRF revenue and CRF education expense. There is no impact on provincial net operating results. There are a variety of federal funding arrangements in place, under which federal contributions toward K–12 education may be paid directly to the province or to school districts through First Nations. Previously, to provide a consistent accounting and reporting of these funds, the gross cost of education was reported as a provincial expense. To avoid double funding of students, the amount of contributions received by school districts was recovered from school districts and reported as provincial revenue. Total funding received by school boards was unaffected by this change in accounting. Under the revised accounting treatment, CRF (Consolidated Revenue Funds), education revenue and expense will no longer reflect funding that is paid directly to school districts.

2004/05 Resource Summary

	Estimated	Other Authorizations	Total Estimated	Actual	Variance (Actual minus Total Estimated)
Operating Expenses ($000)					
Public Schools	4,147,463		4,147,463	4,140,664	(6,799)
Independent Schools	176,777		176,777	174,377	(2,400)
Debt Service and Amortization	564,955		564,955	522,487	(42,468)
Management Services	18,032		18,032	16,782	(1,250)
Executive and Support Services	35,938		35,938	33,041	(2,897)
Total	**4,943,165**		**4,943,165**	**4,887,351**	**(55,814)**
Full-time Equivalents (Direct FTEs)					
Management Services	98		98	92	(6)
Executive and Support Services	211		211	207	(4)
Total	**309**		**309**	**299**	**(10)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Management Services	310		310	340	(30)
Executive and Support Services	14,100		14,100	8,725	(5,375)
Total	**14,410**		**14,410**	**9,065**	**(5,345)**
Capital Plan ($000)					
Public Schools	134,500		134,500	117,881	(16,619)
Total	**134,500**		**134,500**	**117,881**	**(16,619)**

Resource Summary — School Districts

The Resource Summary for school districts compares actual to projected expenditures and revenues. For the 2004/05 fiscal year, the actual revenues and expenditures for school districts exceeded budget projections. Increased revenues were due to higher than projected government contributions, local revenues and reporting of school-based revenues. The increase in expenditures was primarily due to reporting of expenditures related to school-based activities funded by school-based revenues. The increase in expenditures was partially offset by lower than projected salary expenditures.

School Districts	2004/05 Budget	2004/05 Actual	Variance
2004/05 Combined Income Statement ($000)			
Total Revenue	4,468,000	4,662,000	194,000
Total Expense	4,451,000	4,533,000	82,000
Operating Results	17,000	129,000	112,000
Gain (Loss) on sale of Capital Assets (if applicable)	(1,000)	4,000	5,000
Net Results	16,000	133,000	117,000

Major Capital Projects

This section reports on capital projects that exceed $50 million. The ministry had only one project that met this criteria for the reporting period.

Project Description: New Westminster Secondary School Replacement

New 2,400-secondary student capacity school to replace the existing 2,025-capacity New Westminster Secondary School; replacement of existing District Administration Offices; and renovation of existing District Maintenance Facility.

Project Objectives

New Westminster Secondary School (NWSS) is the only secondary school in School District No. 40 (New Westminster). The building complex also accommodates the School District administration offices, School District maintenance facility, and School District stores facility.

The existing NWSS is in poor condition, making it inefficient and costly to maintain and operate. The renovation of the existing school and district administration offices was rejected as a viable option, with renovation costs surpassing 70 per cent of replacement costs.

Forecasted growth of population for the City of New Westminster and increases in student enrolment supported the increased capacity.

As part of a community initiative, the City of New Westminster supported the project making a funding contribution for sporting and arts initiatives co-located on the site, to enhance NWSS as a community school.

Project Costs And Benefits

Costs

The cost of the entire project is $63,936,481, with the following funding sources:

- Ministry to provide $51,920,708 in capital plan funds for the replacement of the secondary school and administration offices, and renovation of retained area for eligible educational programs and maintenance facilities.

Appendix A: The K–12 Education System in British Columbia

The Ministry of Education is responsible for the governance of the education system within British Columbia, from Kindergarten through to Grade 12, as set out in the *School Act*. There are three primary education systems available to parents and students: the public school system, the independent school system, and home schooling. The ministry is also responsible for overseeing the offshore school program. This program certifies overseas schools that wish to provide their students with a British Columbia Dogwood Diploma at the end of their schooling. It is the responsibility of the Ministry of Education to ensure the proper governance of these systems as well as all associated initiatives.

The Minister of Education is responsible for the operation of the Ministry of Education, and delegates authority through the Deputy Minister. The Deputy Minister leads the ministry and works closely with School Boards, Superintendents, and partners in Education. They communicate and plan through mediums such as the Education Advisory Council, individual district meetings, and online through electronic message boards. The ministry and its partners in education form the Education Advisory Council in order to guide and discuss the direction of education policy. The Council meets three times a year: at the beginning, middle, and end of the school term. As a result of these and similar discussion sessions, the Ministry of Education takes a primary role in determining education policies in the following areas:

- setting educational standards based on the outcomes students need to achieve;
- monitoring student performance and reporting the results to the public;
- working with partner groups to improve student and school performance;
- allocating funds for the education system; and
- overseeing the governance of the system as a whole.

The K–12 public school system is divided into 60 school districts, with a school board governing each district. Each school board is an autonomous unit, formed by publicly elected trustees. Elections are held once every four years to choose the trustees who will sit on the school board. The number of trustees per district varies, but it is limited to three, five, seven or nine, as determined by the Minister of Education upon the formation of the district. School Boards, in accordance with specified powers, have a duty to govern schools in a fiscally responsible and cost-effective manner. School boards also have a policy role and may set education policies that reflect the aspirations of the local community, as long as the policies are consistent with overall government direction. Individual school boards prepare and manage the operating budget and capital plan, employ school district staff and prepare the annual accountability contract in partnership with the Ministry of Education. They also approve local school courses, and adjudicate complaints from parents and students. While school boards may delegate administrative and management duties to employees, the liability of all decision-making legally resides with the school board.

In keeping with the School Boards' commitment to a high level of parent involvement, they obtain the advice of District Parents Advisory Committees. A District Parents Advisory Committee is formed by representatives from the Parents Advisory Committees of each school in the district. The Parents Advisory Committee is a way for parents to become involved in the implementation of policy within the school environment. Elected officers of the local committees have the chance to serve on the School Planning Council.

School Planning Councils are formed by the Principal, a teacher elected by secret ballot,[34] three representatives of the Parents Advisory Committee, and, if the school encompasses Grades 10, 11, or 12, one student. The School Planning Council focuses on issues such as the allocation of staff and resources, accountability and educational services and programs. It determines the way that policy is managed and implemented in their school, provided it is within the guidelines set out by the Ministry of Education.

Within the independent school system, the Inspector of Independent Schools is responsible for the administration of the *Independent School Act*, regulations, and Minister's Orders. The Inspector is accountable to the Minister of Education with responsibilities flowing from the Act. These include classifying and inspecting independent schools, ensuring schools meet the requirements of the Act, and certifying independent school teachers. The Office of the Inspector of Independent Schools is responsible for BC's offshore school certification program as well as setting home-school policies. Every child that is being educated at home must be registered at a school, either public or independent, within their district. This provides the district superintendent confirmation that every child in British Columbia receives an education.

The Ministry of Education works with partners and stakeholders — to provide quality education for Grades K – 12. These organizations provide coordinated efforts with the primary goal of improving overall student achievement. A list of these organizations can be found in the following partners and stakeholders list.

Partners' List

BCAFN Assembly of First Nations — http://www.bcafn.ca/index.html *
The British Columbia Assembly of First Nations works with the Ministry of Education on a variety of issues to advance the quality of education in First Nations communities. It is an active member of the Education Advisory Council.

BCBC Business Council of BC — http://www.bcbc.com/ *
The Business Council of British Columbia consists of approximately 200 businesses active in British Columbia. The BCBC is involved with the Ministry of Education as a member of the Education Advisory Council Member. The Business Council is also a board member of the Computers for Schools initiative, and is involved in a myriad of issues related to education, skills development and training.

[34] Teacher representatives on SPC's are elected by their fellow teaching staff.

* *Refer to note on page 3.*

BCCPAC Confederation of Parent Advisory Councils — http://www.bccpac.bc.ca/ *
The British Columbia Confederation of Parent Advisory Councils brings together District Parent Advisory Councils on a provincial level to ensure a strong voice for parents in the education system. The BCCPAC is an active member of the Education Advisory Council.

BCCT College of Teachers — http://www.bcct.ca/default.aspx *
The British Columbia College of Teachers is a statutory body that regulates education. It issues qualifications and conducts reviews of its members under the authority of the *Teaching Profession Act* of 1987. The BC College of Teachers is also an active member of the Education Advisory Council.

BCFL Federation of Labour — http://www.bcfed.com/index.htm *
The BC Federation of Labour represents affiliated unions across the province and has more than 470,000 members, including many of those employed in the education sector. The BC Federation of Labour is represented on the Education Advisory Council.

BCPSEA Public School Employers' Association — http://www.bcpsea.bc.ca/public/index.html *
The British Columbia Public School Employers' Association is the bargaining body for school boards, negotiating with teaching and support staff across the province. The BCPSE has a seat on the Education Advisory Council.

BCPVPA Principals' and Vice-principals' Association — http://www.bcpvpa.bc.ca/ *
The BC Principals' and Vice-principals' Association gives a collective voice to the administrators of the public school system. The BCPVPA is able to represent its members with the Ministry of Education through venues such as the Education Advisory Council.

BCSDSTA School District Secretary Treasurers' Association — http://www.bcsdsta.ca/index.html *
The BC School District Secretary Treasurers' Association represents business officials working in school districts. The Association works within education through a variety of committees, such as the Accounting Advisory Committee. The BCSDSTA is also a member of the Education Advisory Council.

BCSSA School Superintendents' Association — http://www.bcssa.org/pub/pubindex.htm *
The BC School Superintendents' Association advocates quality public education for all of its members. More than 200 Superintendents and their affiliates from across the province form the BCSSA. The Association is also a member of the Education Advisory Council.

BCSTA School Trustees' Association — http://www.bcsta.org/pub/pubindex.htm *
The BC School Trustees' Association represents the voice of school trustees across the province. At the provincial level the BCSTA is involved in numerous initiatives, and is active on the Education Advisory Council.

BCTF Teachers' Federation — http://www.bctf.bc.ca/home.shtml *
The BC Teachers' Federation represents public school teachers employed in the Province of British Columbia. The federation is active in almost all aspects of the education system and is a member of the Education Advisory Council.

* *Refer to note on page 3.*

CUPE Canadian Union of Public Employees — http://www.cupe.bc.ca *
The BC Canadian Union of Public Employees is British Columbia's largest labour union. They represent over 110,000 workers across the province. BCCUPE is actively involved in discussions surrounding education in the province, and is a member of the Education Advisory Council.

FEA (CSF) Francophone Education Authority — http://www.csf.bc.ca/ *
The Conseil Scolaire Francophone (the Francophone Education Authority) represents francophone schools throughout British Columbia. They are committed to the development of a strong and vibrant French community in BC. The Authority is a member of the Education Advisory Council.

FISA Federation of Independent School Associations — http://www.fisabc.ca/ *
The Federation of Independent School Associations represents over 250 schools across the province and is dedicated to promoting the possibilities of plurality within British Columbia's education system. FISA is also a member of the Education Advisory Council.

FNESC First Nations Education Steering Committee — http://www.fnesc.bc.ca/ *
The First Nations Education Steering Committee is an organization that facilitates communication and discussion surrounding education both within and outside First Nations Communities. The committee also acts as a liaison with government. The Steering Committee is a member of the Education Advisory Council.

PSEC Public Sector Employers' Council — http://www.psec.gov.bc.ca/ *
PSEC Public Sector Employers' Council is a fifteen member body made up of Ministers or Deputy Ministers, the Commissioner of the Public Service and representatives from the six public sector employers' associations. The Council coordinates the management of labour relation policy and practices.

Faculties of Education —

Malaspina http://www.mala.ca/homepage/index.asp *
UC Okanagan http://www.ouc.bc.ca/ *
UCSFU Trinity Western U http://www.twu.ca/ *
UBC http://www.publicaffairs.ubc.ca *
UVic http://www.uvic.ca/ *
UC of the Fraser Valley http://www.ucfv.bc.ca/ *

* *Refer to note on page 3.*

Student Achievement

Students

Parents Teachers

Schools

Students

Teachers Parents

Schools

Offshore School

Independent School

Parents, DPACs, PACs, SPCs

Home-schooling

Independent School

School Boards

Home-schooling

Ministry of Education

Minister of Education

Partners and Stakeholders

Government